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SPANISH LANGUAGE ARTS GRADE 4 TO GRADE 6

PROGRAM RATIONALE

The Spanish language is important in Alberta and the world

Over 300 million people in the world speak Spanish. It is the official language of the following countries: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay and Venezuela. It is also spoken in many other countries in which it is not the official language, including the United States of America and the Philippines. It is one of the most widely spoken languages in the world.

The value of Spanish bilingual programming for Alberta society as a whole is enormous, given the important economic role the Spanish-speaking countries are playing in the international market and their increasing trading partnership with Alberta and Canada.

Spanish bilingual programming contributes to personal development

Spanish bilingual programming establishes an environment in which both English and Spanish languages are used and needed constantly for purposes of communication, personal satisfaction and learning. Students have numerous opportunities to learn and use language in

meaningful, purposeful ways to meet their needs, interests and abilities. In bilingual programming, the delivery of subject-area content, language instruction and cultural information often occurs concurrently, promoting effective language acquisition.

Spanish language learning is a lifelong endeavour

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. It develops gradually. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their understanding of language.

Errors are an integral part of the language learning process. By learning, experimenting with and applying new language structures and vocabulary in a variety of contexts, students develop and refine language proficiency.

Language learning in Spanish bilingual programming fosters cross-language competence

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to the new language learning context that Spanish

bilingual programming provides. Similarly, in acquiring a new language, students develop new language learning skills that can then be used in their first language. The continuous, concurrent development of first and second language skills, or skills in additional languages, is fostered in Spanish bilingual programming. Opportunities for linguistic knowledge and skill development in both languages are maximized.

Language learning in Spanish bilingual programming enhances all communication skills

The development of communication skills is essential in effective bilingual programming. Achievement in the six skill areas of listening, speaking, reading, writing, viewing and representing contributes to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. This program of studies is designed to promote the development of language skills for a wide range of purposes, in a wide range of contexts, at increasing levels of fluency.

Language learning in Spanish bilingual programming develops through the communicative approach

The communicative approach in second language instruction emphasizes the importance of communicating a message. In the Spanish bilingual program, students require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

Language learning in Spanish bilingual programming promotes the acquisition of learning strategies

Spanish language acquisition in bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies, language use strategies and general learning strategies. This program of studies provides a variety of learning outcomes at all levels to promote the acquisition of these strategies.

Spanish bilingual programming promotes intracultural and intercultural awareness

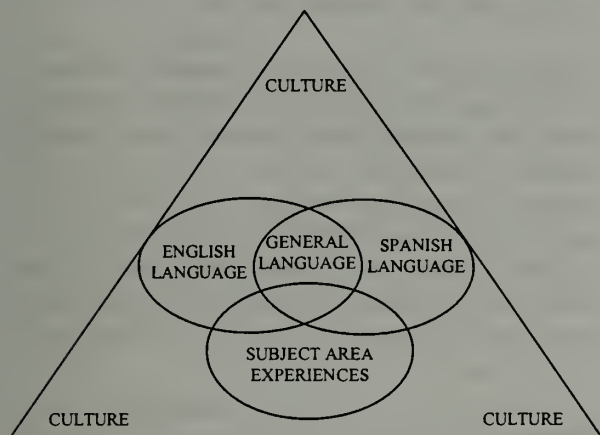
Language and culture are intensely interwoven. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in Spanish bilingual programming bring to their program a wide range of cultural backgrounds and experiences. This program of studies provides opportunities and support for students to explore their own cultural backgrounds, experiences and identities, as well as those of members of the school community, the local community and other communities of the world. The Culture section of this program examines the dynamic nature of culture through the various perspectives of history, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within Spanish-speaking communities around the world.

Spanish bilingual programming develops global citizenship skills

Effective participation in the global marketplace, workplace and society requires strong communication, interpersonal and team skills, and strong knowledge and understanding of cultures. Spanish bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote effective global citizenship and enhance the economic and career potential of the student. This program of studies has been developed to support the intellectual, social, emotional, creative, linguistic and cultural development of students in a Spanish bilingual program.

CONCEPTUAL MAP

The program of studies provides outcomes for language and culture in general and for Spanish language and culture specifically. However, students in a Spanish bilingual program also study English language arts and content from various subjects taught in Spanish. The conceptual map below represents one relationship between the outcomes for Spanish language arts and other components of a Spanish bilingual program.



AREAS OF EXPERIENCE

Students may achieve the outcomes of this program of studies in the context of personal, public and educational experiences. The following chart, while not intended to be prescriptive, provides some sample areas of experience that may be incorporated from Grade 4 to Grade 6.

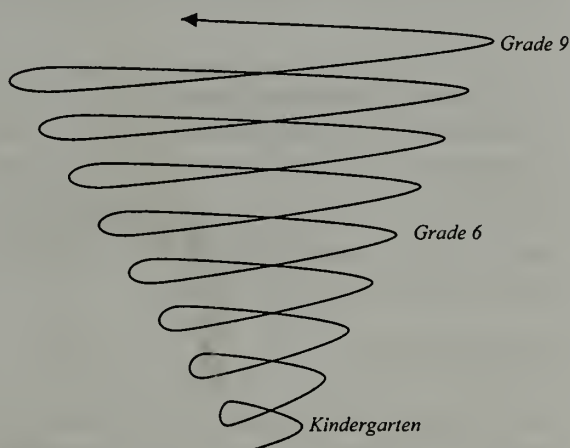
Sample Areas of Experience

	Personal	Public	Educational
Grade 4 to Grade 6	My family tree Helping at home My room Friends My hobbies and pastimes Happy and sad Favourite times of the year	Public transport What's on TV? My community People who help others Going to the doctor	Caring for pets Food and nutrition Maps and plans Making things grow Spatial relationships Making music/art

1. For a sample list of text forms, see page 43.

A SPIRAL PROGRESSION

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency) but also horizontal (e.g., broader range of applications and experience with more text forms,¹ contexts and so on). The spiral also represents how language learning activities are best structured. Particular areas of experience, learning strategies or language skills, for example, are revisited at different points in the program, but from a different perspective, in broader contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened with each successive pass.



PURPOSE OF THE PROGRAM OF STUDIES

This program of studies provides a progression of specific outcomes from Grade 4 to Grade 6. Most often, the outcomes reflect a progression of development that matches the developmental stages of the students. The specific outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of the grade. Students are expected to demonstrate the specific outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The outcomes presented are designed to represent the progression of knowledge, skills and attitudes expected of students who have had no prior exposure to Spanish outside of the classroom setting. Nevertheless, students who have been exposed to Spanish outside of school can equally be challenged within this program.

The general and specific outcomes established in this program are intended to be delivered in an integrated manner, throughout an entire curricular and extracurricular program. The achievement of the outcomes in bilingual programming is not necessarily the sole responsibility of the Spanish language teacher. Outcomes may be achieved through a variety of programming experiences.

PROGRAM OVERVIEW

For ease of use, this program of studies is divided into two sections:

- Language Arts
 - General Language Component
 - Specific Language Component
- Culture

These sections are designed to overlap in many areas. It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of this program of studies is intended to reflect an integrated, interdependent approach to language learning within a bilingual programming context. Language Arts in a Spanish bilingual context encompasses both English language arts and Spanish language arts. Spanish language arts includes a General Language Component and a Specific Language Component.

The General Language Component parallels *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. In this manner, both English language instruction and Spanish language instruction support the development of

common language knowledge, skills and attitudes. The general outcomes in the General Language Component, with only minor revisions, mirror those in the English Language Arts Framework, but the specific outcomes have been adapted and refined more extensively for delivery in Spanish.

The Specific Language Component provides the detailed linguistic elements of Spanish, descriptors of language competence for each grade, and outcomes to support sociocultural/sociolinguistic and strategic learning.

While the Specific Language Component outlines the linguistic elements that students will need to be able to use the Spanish language, the General Language Component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

Culture

The Culture section fosters the development of essential knowledge, skills and attitudes related to self, the Spanish language and culture, the community and the world. This section is intended to be integrated with language learning, as well as with the learnings related to other subject areas, and is an essential part of daily activities in Spanish bilingual programming.

General Outcomes

The general outcomes are broad statements that form the basis of this program of studies. Each general outcome outlines the key learnings that each section of the program is designed to support. The general outcomes describe the common goals that all students in the Grade 4 to Grade 6 learning sequence are expected to achieve.

Spanish bilingual programming is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and

creative growth. To support this growth and development, the Spanish Language Arts Grade 4 to Grade 6 program is built upon the following seven general outcomes.

Language Arts: General Language Component

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

Language Arts: Specific Language Component

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal growth, satisfaction and further learning.

Culture

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction, and for participating in and contributing to our multicultural Canadian society and the world.

Specific Outcomes

Each general outcome includes specific outcomes that students are to achieve by the end of each grade level. Specific outcomes are grouped under cluster headings within each of the seven general outcomes. The specific outcomes are further categorized by strands identified in the left margin. Grade-specific descriptions are then provided for each specific outcome at each grade level. A specific strand supporting a general outcome is developed from Grade 4 to Grade 6.

For a clearer understanding of the context and intended developmental sequence, the document should be read vertically for specific outcomes expected by the end of each grade and horizontally for the developmental flow of outcomes from grade to grade.

Guide to Reading the Program of Studies

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

cluster heading for specific outcomes

4.1 *Generate and Focus*

Grade 4

Grade 5

Grade 6

Students will be able to:

- | | | | |
|----------------|--|--|---|
| generate ideas | <ul style="list-style-type: none"> • generate and contribute ideas on particular topics for oral, written and visual texts, using a variety of strategies | <ul style="list-style-type: none"> • focus a topic for oral, written and visual texts, using a variety of strategies | <ul style="list-style-type: none"> • focus a topic for oral, written and visual texts, using a variety of strategies |
| choose forms | <ul style="list-style-type: none"> • use a variety of forms for particular audiences and purposes | <ul style="list-style-type: none"> • use a variety of forms for particular audiences and purposes | <ul style="list-style-type: none"> • use a variety of forms for particular audiences and purposes |
| organize ideas | <ul style="list-style-type: none"> • develop and arrange ideas in own oral, written and visual texts, using organizers | <ul style="list-style-type: none"> • develop and arrange ideas in own oral, written and visual texts, using a variety of organizers | <ul style="list-style-type: none"> • use listening, reading and viewing experiences as models for organizing ideas in own oral, written and visual texts |

read each page vertically for outcomes expected at the end of each grade

strand headings for specific outcomes

specific outcome statements for each grade

read each page horizontally for developmental flow of outcomes from grade to grade

LANGUAGE ARTS

General Language Component

The General Language Component has been structured and developed similarly to *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998, but it has been adapted for delivery in Spanish. The General Language Component provides the context and purpose for the development and use of the Spanish language.

The commonalities with the English Language Arts Framework facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English and Spanish language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific outcomes established for each grade level reflect achievement expectations to be demonstrated in the Spanish language.

General Outcomes

The following five general outcomes outline the key learnings that the General Language Component is designed to support.

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
express ideas	<ul style="list-style-type: none"> describe and reflect upon personal observations and experiences to reach tentative conclusions 	<ul style="list-style-type: none"> use personal experiences as a basis for exploring and expressing opinions and understanding 	<ul style="list-style-type: none"> use exploratory language to discover individual interpretations and share personal responses
consider others' ideas	<ul style="list-style-type: none"> explore connections among a variety of thoughts, ideas and responses 	<ul style="list-style-type: none"> seek viewpoints of others to build on personal responses and understanding 	<ul style="list-style-type: none"> select from ideas and observations of others to develop thinking and understanding
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes
express preferences	<ul style="list-style-type: none"> identify and explain preferences for particular forms of oral, print, visual and multimedia texts 	<ul style="list-style-type: none"> review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms 	<ul style="list-style-type: none"> assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms
set goals	<ul style="list-style-type: none"> identify areas of personal accomplishment in language learning and use 	<ul style="list-style-type: none"> identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use 	<ul style="list-style-type: none"> assess personal language use; and set personal goals to enhance language learning and use

General Outcome 1

Students will listen, speak, read, write, view and represent in Spanish to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
develop understanding	<ul style="list-style-type: none">connect new information and experiences with prior knowledge to construct meaning in different contexts	<ul style="list-style-type: none">reflect on prior knowledge and experiences to arrive at new understanding	<ul style="list-style-type: none">use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
explain opinions	<ul style="list-style-type: none">express new concepts and understanding in own words	<ul style="list-style-type: none">explain personal viewpoints	<ul style="list-style-type: none">explain and support personal viewpoints, and revise previous understanding
combine ideas	<ul style="list-style-type: none">organize ideas and information in ways that clarify and shape understanding	<ul style="list-style-type: none">experiment with arranging ideas and information in a variety of ways to clarify understanding	<ul style="list-style-type: none">search for ways to reorganize ideas and information to extend understanding
extend understanding	<ul style="list-style-type: none">ask basic questions to clarify information and develop new understanding	<ul style="list-style-type: none">ask questions to clarify information and develop new understanding	<ul style="list-style-type: none">ask a variety of questions to clarify information and develop new understanding

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 Use Strategies and Cues

	Grade 4	Grade 5	Grade 6
prior knowledge	<i>Students will be able to:</i>		
	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts
comprehension strategies	<ul style="list-style-type: none"> confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading 	<ul style="list-style-type: none"> use a variety of comprehension strategies to confirm understanding and self-correct 	<ul style="list-style-type: none"> use comprehension strategies appropriate to the type of text and purpose
	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning
textual cues ¹	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context
	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context
cueing systems	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	<ul style="list-style-type: none"> use morphosyntactic, semantic, graphophonic and phonological cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context

1. Examples of textual cues are included in the interpretive language use strategies on page 25.

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

	Grade 4	Grade 5	Grade 6
experience various texts	<ul style="list-style-type: none">experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video/DVD programs, adventure stories, folk tales, informational texts, mysteries, poetry and CD-ROM programs	<ul style="list-style-type: none">experience texts from a variety of genres and cultural traditions, such as historical fiction, legends, biographies, poetry, news reports and guest speakers; and share responses	<ul style="list-style-type: none">experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends, dramatic performances and novels; and explain preferences for particular types of oral, literary and media texts
connect self, texts and culture	<ul style="list-style-type: none">identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts	<ul style="list-style-type: none">compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts
appreciate the artistry of texts	<ul style="list-style-type: none">identify mood evoked by oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify descriptive and figurative language in oral, print, visual and multimedia texts	<ul style="list-style-type: none">identify descriptive and figurative language in oral, print, visual and multimedia texts; and discuss how it enhances understanding of people, places and actions

For a sample list of text forms, see page 43.

General Outcome 2

Students will listen, speak, read, write, view and represent in Spanish to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

	Grade 4	Grade 5	Grade 6
forms and genres techniques and elements vocabulary experiment with language create original texts	<i>Students will be able to:</i>		
	<ul style="list-style-type: none"> distinguish similarities and differences between various oral, print, visual and multimedia forms and texts 	<ul style="list-style-type: none"> understand and use a variety of oral, print, visual and multimedia forms and texts 	<ul style="list-style-type: none"> recognize key characteristics of various oral, print, visual and multimedia genres
	<ul style="list-style-type: none"> explain connections between events and roles of main characters in oral, print, visual and multimedia texts; and identify how texts may influence people 	<ul style="list-style-type: none"> identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, print, visual and multimedia texts 	<ul style="list-style-type: none"> examine key elements and techniques in oral, print, visual and multimedia texts
	<ul style="list-style-type: none"> build knowledge of word patterns and relationships 	<ul style="list-style-type: none"> expand knowledge of words and word relationships, using a variety of sources 	<ul style="list-style-type: none"> identify how and why word structures and meaning change; and use accurate word meaning according to context
	<ul style="list-style-type: none"> recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour 	<ul style="list-style-type: none"> recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and identify ways in which exaggeration is used to convey humour 	<ul style="list-style-type: none"> experiment with words and sentence patterns to create word pictures
<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.1 Plan and Focus

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
use personal knowledge	<ul style="list-style-type: none">• categorize personal knowledge of a topic to determine information needs	<ul style="list-style-type: none">• summarize personal knowledge of a topic in categories to determine information needs	<ul style="list-style-type: none">• summarize and focus personal knowledge of a topic to determine information needs
ask questions	<ul style="list-style-type: none">• ask general and specific questions on topics, using predetermined categories	<ul style="list-style-type: none">• formulate general and specific questions to identify information needs	<ul style="list-style-type: none">• formulate relevant questions to focus information needs
participate in group inquiry	<ul style="list-style-type: none">• identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research	<ul style="list-style-type: none">• share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research	<ul style="list-style-type: none">• contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research
create and follow a plan	<ul style="list-style-type: none">• select and use a plan for gathering information	<ul style="list-style-type: none">• gather and record information and ideas using a plan	<ul style="list-style-type: none">• create and follow a plan to collect and record information

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.2 Select and Process

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
identify personal and peer knowledge	<ul style="list-style-type: none"> record, select and share personal knowledge of a topic to focus inquiry or research 	<ul style="list-style-type: none"> record, select and share personal knowledge of a topic to focus inquiry or research 	<ul style="list-style-type: none"> record personal knowledge of a topic and collaborate to generate information for inquiry or research
identify sources	<ul style="list-style-type: none"> answer inquiry or research questions, using a variety of information sources 	<ul style="list-style-type: none"> answer inquiry or research questions, using a variety of information sources 	<ul style="list-style-type: none"> answer inquiry or research questions, using a variety of information sources
evaluate sources	<ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs 	<ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs 	<ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs
access information	<ul style="list-style-type: none"> use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas 	<ul style="list-style-type: none"> use a variety of tools to access information and ideas; and use visual and auditory cues to identify important information 	<ul style="list-style-type: none"> use a variety of tools to access information and ideas; and use visual and auditory cues to gather important information
make sense of information	<ul style="list-style-type: none"> determine main and supporting ideas, using prior knowledge, predictions, connections, inferences and visual and auditory cues 	<ul style="list-style-type: none"> recognize organizational patterns of oral, visual and written text; and skim, scan and listen for key words and phrases 	<ul style="list-style-type: none"> use organizational patterns of oral, visual and written text to construct meaning; and skim, scan and read closely to gather information

General Outcome 3

Students will listen, speak, read, write, view and represent in Spanish to manage ideas and information.

3.3 Organize, Record and Assess

	Grade 4	Grade 5	Grade 6
organize information	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> organize information and ideas in logical sequences, using a variety of strategies 	<ul style="list-style-type: none"> organize information and ideas into categories, using a variety of strategies 	<ul style="list-style-type: none"> organize information and ideas, using a variety of strategies and techniques
record information	<ul style="list-style-type: none"> record facts and ideas, using a variety of strategies; and list authors and titles of sources 	<ul style="list-style-type: none"> make notes of key words, phrases and images by subtopics; and cite authors and titles of sources appropriately 	<ul style="list-style-type: none"> record information in own words, cite authors and titles appropriately, and provide publication dates of sources
evaluate information	<ul style="list-style-type: none"> examine collected information to identify categories or aspects of a topic that need more information 	<ul style="list-style-type: none"> recognize gaps in the information gathered, and locate additional information needed 	<ul style="list-style-type: none"> recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose
develop new understanding	<ul style="list-style-type: none"> use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content 	<ul style="list-style-type: none"> determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences and skills 	<ul style="list-style-type: none"> assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
generate ideas	<ul style="list-style-type: none">generate and contribute ideas on particular topics for oral, written and visual texts, using a variety of strategies	<ul style="list-style-type: none">focus a topic for oral, written and visual texts, using a variety of strategies	<ul style="list-style-type: none">focus a topic for oral, written and visual texts, using a variety of strategies
choose text forms ¹	<ul style="list-style-type: none">use a variety of text forms for particular audiences and purposes	<ul style="list-style-type: none">use a variety of text forms for particular audiences and purposes	<ul style="list-style-type: none">use a variety of text forms for particular audiences and purposes
organize ideas	<ul style="list-style-type: none">develop and arrange ideas in own oral, written and visual texts, using organizers	<ul style="list-style-type: none">develop and arrange ideas in own oral, written and visual texts, using a variety of organizers	<ul style="list-style-type: none">use listening, reading and viewing experiences as models for organizing ideas in own oral, written and visual texts

1. For a sample list of text forms, see page 43.

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
appreciate own and others' work	<ul style="list-style-type: none">share own stories and creations in various ways; and obtain feedback from others	<ul style="list-style-type: none">share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria	<ul style="list-style-type: none">share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria
revise content	<ul style="list-style-type: none">revise to focus on main ideas and relevant information	<ul style="list-style-type: none">revise to create an interesting impression and check for sequence of ideas	<ul style="list-style-type: none">revise for content, organization and clarity
enhance legibility	<ul style="list-style-type: none">write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising	<ul style="list-style-type: none">write legibly, and use word processing when composing and revising	<ul style="list-style-type: none">write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate
enhance artistry	<ul style="list-style-type: none">select from a range of word choices; and use simple sentence patterns to communicate ideas and information	<ul style="list-style-type: none">choose descriptive language and sentence patterns to clarify and enhance ideas	<ul style="list-style-type: none">choose descriptive language; and use varied sentence lengths and structures to clarify and enhance ideas
enhance presentations	<ul style="list-style-type: none">add interest to presentations through the use of props, such as pictures, media presentations and artifacts	<ul style="list-style-type: none">use effective openings and closings that attract and sustain reader or audience interest	<ul style="list-style-type: none">emphasize key ideas and information to enhance audience understanding and enjoyment

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
grammar and usage	<ul style="list-style-type: none">edit for complete sentences and to eliminate unnecessary repetition of words	<ul style="list-style-type: none">identify and eliminate sentence fragments	<ul style="list-style-type: none">identify and eliminate sentence fragments and run-on sentences
spelling	<ul style="list-style-type: none">recognize spelling conventions, using a variety of strategies, resources and spelling patterns when editing and proofreading	<ul style="list-style-type: none">understand spelling conventions, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness	<ul style="list-style-type: none">apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of common exceptions
capitalization and punctuation	<ul style="list-style-type: none">use basic writing conventions correctly when editing and proofreading	<ul style="list-style-type: none">use writing conventions, and apply these conventions when editing and proofreading	<ul style="list-style-type: none">apply writing conventions when editing and proofreading

General Outcome 4

Students will listen, speak, read, write, view and represent in Spanish to enhance the clarity and artistry of communication.

4.4 Present and Share

	Grade 4	Grade 5	Grade 6
share ideas and information	<ul style="list-style-type: none">• present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation	<ul style="list-style-type: none">• prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience	<ul style="list-style-type: none">• prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience
effective oral and visual communication	<ul style="list-style-type: none">• describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues	<ul style="list-style-type: none">• use gestures and facial expressions to enhance oral presentations; and use emphasis and appropriate pacing, and arrange presentation space to focus audience attention	<ul style="list-style-type: none">• use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expressions, and presentation space to enhance communication
attentive listening and viewing	<ul style="list-style-type: none">• demonstrate appropriate audience behaviours	<ul style="list-style-type: none">• show respect for the presenter through active listening and viewing behaviours	<ul style="list-style-type: none">• demonstrate critical listening and viewing behaviours, and show respect for the presenter

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.1 *Develop and Celebrate Community*

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
share and compare responses	<ul style="list-style-type: none">understand relationships between own ideas and experiences and those of others	<ul style="list-style-type: none">acknowledge differing responses to common experiences	<ul style="list-style-type: none">compare personal ways of responding and thinking with those of others
relate texts to culture	<ul style="list-style-type: none">discuss ideas within stories from oral, print, visual and multimedia texts from various communities	<ul style="list-style-type: none">discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities	<ul style="list-style-type: none">explore cultural representations in oral, print, visual and multimedia texts from various communities
appreciate diversity through texts	<ul style="list-style-type: none">connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences	<ul style="list-style-type: none">connect the actions of individuals in oral, print, visual and multimedia texts to personal experiences	<ul style="list-style-type: none">connect the insights of individuals in oral, print, visual and multimedia texts to personal experiences
celebrate special occasions	<ul style="list-style-type: none">use language appropriate in tone and form when participating in special classroom, school and community occasions	<ul style="list-style-type: none">select and use language appropriate in tone and form to recognize and honour people and events	<ul style="list-style-type: none">select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

General Outcome 5

Students will listen, speak, read, write, view and represent in Spanish to celebrate and build community.

5.2 Encourage, Support and Work with Others

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
cooperate with others	<ul style="list-style-type: none">appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly	<ul style="list-style-type: none">distinguish between on-task and off-task ideas and behaviours in a group	<ul style="list-style-type: none">assist group members to maintain focus and complete tasks
work in groups	<ul style="list-style-type: none">take roles and share responsibilities as a group member	<ul style="list-style-type: none">assume the responsibilities for various group roles	<ul style="list-style-type: none">select and assume roles to assist in the achievement of group goals
use language to show respect	<ul style="list-style-type: none">appreciate variations in language use in a variety of contexts in the immediate community	<ul style="list-style-type: none">demonstrate sensitivity to appropriate language use when communicating orally	<ul style="list-style-type: none">demonstrate sensitivity to appropriate language use and tone when communicating orally
evaluate group process	<ul style="list-style-type: none">show appreciation and offer constructive feedback to peers, and seek support from group members	<ul style="list-style-type: none">assess group process, using checklists; and determine areas for development	<ul style="list-style-type: none">assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists

LANGUAGE ARTS

Specific Language Component

The Specific Language Component provides the linguistic elements of the Spanish language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound–symbol system, lexicon, grammatical elements, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing, as well as outcomes to support sociolinguistic/sociocultural competence and strategic learning.

The Specific Language Component is intended to outline the linguistic skills that students will need to achieve the outcomes in the General Language Component. The two components are interrelated and are intended to be delivered in an integrated manner.

Strategies in the Specific Language Component are grouped under three cluster headings—language learning strategies, language use strategies and general learning strategies. Each of the strands under these cluster headings deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be aware of, or able to use, a specific strategy in a particular grade. Consequently, the specific outcomes describe the students' knowledge of and ability to use general types of

strategies. More specific strategies for each general category or type are included in the comprehensive list of strategies below. The specific strategies provided in the comprehensive list are **not prescriptive** but are provided as an illustration of how the general strategies in the specific outcomes might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. Strategies of all kinds are best taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Comprehensive List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- perform actions to match words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Spanish language and English
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Spanish or in English
- find information, using reference materials like dictionaries, textbooks and grammars

- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek out opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function
- be aware of cognates and false cognates

Metacognitive

- check copied writing for accuracy
- make choices related to how you learn best
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own performance or comprehension at the end of a task
- keep a learning log
- experience various methods of language acquisition, and identify one or more considered to be particularly useful personally
- be aware of the potential of learning through direct exposure to the language
- know how strategies may enable coping with texts containing unknown elements
- identify problems that might hinder successful completion of a task, and seek solutions
- monitor own speech and writing to check for persistent errors

- be aware of own strengths and weaknesses, identify own needs and goals, and organize strategies and procedures accordingly

Social/Affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, and note their acceptance or nonacceptance by more experienced speakers
- participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- repeat new words and expressions occurring in own conversations, and make use of these new words and expressions as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, and get feedback on tasks
- provide personal motivation by arranging own rewards when successful

Language Use Strategies

Interactive

- use words from own first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Spanish
- acknowledge being spoken to
- interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures

- indicate lack of understanding verbally or nonverbally; e.g., *Perdón, no comprendo, ¿cómo?, ¿perdón?, no entiendo*, shrug shoulders
- ask for clarification or repetition when the message has not been understood; e.g., *¿Qué quiere decir ...?, ¿Puede repetir, por favor?*
- use the other speakers' words in subsequent conversation
- assess feedback from a conversation partner to recognize when the message has not been understood; e.g., partner may shrug shoulders
- start again, using a different tactic, when communication breaks down; e.g., *Quiero decir que ...*
- use a simple word similar to the concept to convey, and invite correction; e.g., *pescado* for *pez*
- invite others into the discussion; e.g., *¿no?, ¿verdad?*
- ask for confirmation that a form used is correct; e.g., *¿Se puede decir esto?, ¿se dice así?*
- use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *Bueno, de hecho ..., pues ..., entonces ...*
- use circumlocution to compensate for lack of vocabulary; e.g., *La máquina que se usa para lavar la ropa* for *lavadora*
- repeat part of what someone has said to confirm mutual understanding; e.g., *Quieres decir que .../Es decir que ...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding; e.g., *¿Me entiende?, ¿Está claro?, ¿Me comprende?*
- use suitable phrases to intervene in a discussion; e.g., *Hablando de .../Perdón, pero ...*
- self-correct if errors lead to misunderstandings; e.g., *Quiero decir que ..., mejor dicho ..., o sea ...*
- make connections between texts on the one hand and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what is expected to be heard or read, based on prior knowledge and personal experience
- use knowledge of the sound–symbol system to aid reading comprehension
- infer probable meanings of unknown words or expressions from contextual clues
- prepare questions or a guide to note down information found in a text
- use key content words or discourse markers to follow an extended text
- reread several times to understand complex ideas
- summarize and prioritize information gathered
- assess own information needs before listening, viewing or reading
- use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use nonverbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction

Interpretive

- use gestures, intonation and visual supports to aid comprehension

(grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)

- use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing own text
- proofread and edit final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- use models
- connect what is already known with what is being learned
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, and identify and justify the evidence on which these inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources, including libraries, the Internet, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how own efforts can affect learning
- reflect upon own thinking processes and how you learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of subtasks
- make a plan in advance about how to approach a task
- identify own needs and interests
- manage the physical environment in which you have to work
- keep a learning journal, such as a diary or a log
- develop criteria for evaluating own work
- work with others to monitor own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective

- watch others' actions and copy them
- seek help from others
- follow own natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment
- be encouraged to try, even though mistakes might be made
- take part in group decision-making processes
- use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- take part in group problem-solving processes
- use self-talk to feel competent to do the task
- be willing to take risks, and try unfamiliar tasks and approaches
- monitor own level of anxiety about learning tasks, and take measures to lower it if necessary; e.g., deep breathing, laughter
- use social interaction skills to enhance group learning activities

General Outcome

The following general outcome outlines the key learnings that the Specific Language Component is designed to support.

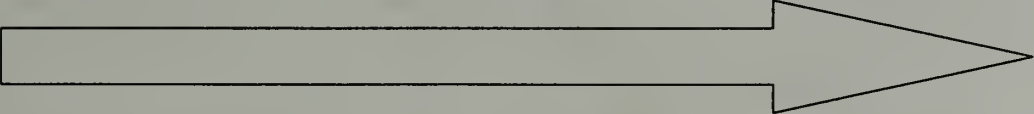
General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal growth, satisfaction and further learning.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal growth, satisfaction and further learning.

6.1 Linguistic Elements

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
sound-symbol system	<ul style="list-style-type: none"> consistently use, in structured situations, all elements of the sound-symbol system 	<ul style="list-style-type: none"> use, independently, in oral and written situations, all elements of the sound-symbol system 	<ul style="list-style-type: none"> consistently and independently use all elements of the sound-symbol system
lexicon	<ul style="list-style-type: none"> experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts 	<ul style="list-style-type: none"> use vocabulary and expressions appropriately in classroom, school and community contexts 	<ul style="list-style-type: none"> recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea
grammatical elements	<ul style="list-style-type: none"> (see following page) 	<ul style="list-style-type: none"> (see following page) 	<ul style="list-style-type: none"> (see following page)
			
mechanical features	<ul style="list-style-type: none"> use basic mechanical features correctly, and explore their use for effect 	<ul style="list-style-type: none"> use basic mechanical features correctly, and apply these features for effect 	<ul style="list-style-type: none"> use basic mechanical features correctly and for effect, including colons, ellipses and parentheses
discourse features	<ul style="list-style-type: none"> use basic discourse features in oral, written and visual texts, and explore their use for effect 	<ul style="list-style-type: none"> use basic discourse features in oral, written and visual texts, and apply these features for effect 	<ul style="list-style-type: none"> use basic discourse features in oral, written and visual texts, and apply these features independently for effect

6.1 Linguistic Elements (continued)

	Grade 4	Grade 5	Grade 6
Grammatical Elements	<i>Students will be able to:</i>		
	<ul style="list-style-type: none"> use, in modelled situations, the following grammatical elements: 		
	<ul style="list-style-type: none"> commands—negative form prepositions imperfect object pronouns—indirect: <i>me, te, le, nos, os, les</i> object of prepositions: <i>mí, ti, él, ella, usted ...</i> 	<ul style="list-style-type: none"> object pronouns—direct: <i>me, te, le, la, lo ...</i> reflexive verbs adverbs—manner, place, time, frequency and ending in <i>-mente</i> 	<ul style="list-style-type: none"> impersonal “<i>se</i>” relative clauses subordinate clauses with the verb in indicative or infinitive simple future double object pronouns—direct and indirect
<ul style="list-style-type: none"> use, in structured situations, the following grammatical elements: 			
	<ul style="list-style-type: none"> agreement with adjectives demonstrative: <ul style="list-style-type: none"> adjectives <i>este/esta/estos/estas ...</i> pronouns <i>éste/ésta/éstos/éstar ...</i> noun and verb agreement present tense of most frequent verbs: <i>-ar/-er/-ir nos/os/les gusta/n</i> comparative and superlative possessive pronouns: <i>mío, tuyo ...</i> present progressive: <i>estar + gerund</i> preterite commands for commonly used verbs reflexive verbs of frequent use: <i>lavarse, peinarse, etc.</i> near future: <i>ir a + infinitive</i> diminutive superlative <i>-ísimo</i> 	<ul style="list-style-type: none"> preterite commands for commonly used verbs commands—negative form prepositions imperfect object pronouns—indirect: <i>me, te, le, nos, os, les</i> object of prepositions: <i>mí, ti, él, ella, usted ...</i> object pronouns—direct: <i>me, te, le, la, lo ...</i> reflexive verbs adverbs—manner, place, time, frequency and ending in <i>-mente</i> 	<ul style="list-style-type: none"> commands—negative form prepositions imperfect object pronouns—indirect: <i>me, te, le, nos, os, les</i> object of prepositions: <i>mí, ti, él, ella, usted ...</i> object pronouns—direct: <i>me, te, le, la, lo ...</i> reflexive verbs adverbs—manner, place, time, frequency and ending in <i>-mente</i>
<ul style="list-style-type: none"> use, independently and consistently, the following grammatical elements: 			
	<ul style="list-style-type: none"> verbs—all persons: <ul style="list-style-type: none"> <i>ser/estar</i> <i>tener/llamarse</i> <i>poder/querer/ir</i> <i>hacer</i> commonly used verbs: <ul style="list-style-type: none"> <i>comer, hablar, mirar, etc.</i> <i>me/te/le gusta/an</i> <i>hay</i> gender and number of nouns demonstrative adjectives noun and verb agreement possessive adjectives: <i>mis, tu, tus, su, sus, nuestros ...</i> question words: <i>quién, cuánto, cuál</i> (all forms) 	<ul style="list-style-type: none"> agreement with adjectives demonstrative: <ul style="list-style-type: none"> adjectives <i>este/esta/estos/estas ...</i> pronouns <i>éste/ésta/éstos/éstar ...</i> noun and verb agreement present tense of most frequent verbs: <i>ar/er/ir nos/os/les gusta/n</i> comparative and superlative possessive pronouns: <i>mío, tuyo ...</i> present progressive: <i>estar + gerund</i> reflexive verbs of frequent use: <i>lavarse, peinarse, etc.</i> near future: <i>ir a + infinitive</i> diminutive superlative <i>-ísimo</i> 	<ul style="list-style-type: none"> preterite commands for commonly used verbs

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students’ bilingual programming.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal growth, satisfaction and further learning.

6.2 Language Competence

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
listening	<ul style="list-style-type: none">listen to and generally understand a short oral presentation on a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">listen to and understand the main points of an extended oral or media presentation on a familiar topic in structured and unstructured situations
speaking	<ul style="list-style-type: none">produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	<ul style="list-style-type: none">produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation	<ul style="list-style-type: none">produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation
reading	<ul style="list-style-type: none">read and understand a series of interrelated ideas dealing with a familiar topic in structured situations	<ul style="list-style-type: none">read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">read and understand an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
writing	<ul style="list-style-type: none">produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">produce, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations	<ul style="list-style-type: none">produce, spontaneously and/or with preparation, an extended series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
viewing	<ul style="list-style-type: none">view and understand a variety of simple events and/or representations	<ul style="list-style-type: none">view and understand a series of simple events and/or representations	<ul style="list-style-type: none">view and understand events and/or representations within and beyond the school context
representing	<ul style="list-style-type: none">create multiple representations of the same familiar ideas, events and/or information	<ul style="list-style-type: none">create multiple representations of the same ideas, events and/or information	<ul style="list-style-type: none">use a variety of forms to create representations of ideas, events and/or information

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal growth, satisfaction and further learning.

6.3 Sociolinguistic/Sociocultural Competence

	Grade 4	Grade 5	Grade 6
register idiomatic expressions variations in language social conventions nonverbal communication	<i>Students will be able to:</i>		
	<ul style="list-style-type: none"> experiment with formal and informal uses of language, such as superlative <i>-ísimo</i>, diminutive, etc., in familiar contexts 	<ul style="list-style-type: none"> use formal and informal language in familiar situations 	<ul style="list-style-type: none"> identify socially appropriate language in specific situations
	<ul style="list-style-type: none"> use learned idiomatic expressions in new contexts 	<ul style="list-style-type: none"> use learned idiomatic expressions to enhance communication 	<ul style="list-style-type: none"> correctly use learned idiomatic expressions in new contexts
	<ul style="list-style-type: none"> experience a variety of accents and variations in speech 	<ul style="list-style-type: none"> experience a variety of regional variations in language 	<ul style="list-style-type: none"> recognize some common regional variations in language
	<ul style="list-style-type: none"> recognize verbal behaviours that are considered impolite 	<ul style="list-style-type: none"> recognize simple social conventions in informal conversations 	<ul style="list-style-type: none"> recognize important social conventions in everyday interactions
<ul style="list-style-type: none"> recognize appropriate non-verbal behaviours for people frequently encountered 	<ul style="list-style-type: none"> use appropriate non-verbal behaviours in a variety of familiar contexts 	<ul style="list-style-type: none"> use appropriate non-verbal behaviours in a variety of familiar contexts 	

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal growth, satisfaction and further learning.

6.4 Language Learning Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
cognitive	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance language learning; e.g., identify similarities and differences between aspects of the language being learned and their own language	<ul style="list-style-type: none">• identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task
metacognitive	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance language learning; e.g., experience various methods of language acquisition and identify one or more considered personally useful	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy	<ul style="list-style-type: none">• identify and use a variety of metacognitive strategies to enhance language learning; e.g., decide in advance to attend to specific aspects of input, listen or read for key words
social/affective	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers	<ul style="list-style-type: none">• identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in conferencing and brainstorming as prewriting and postwriting exercises

Further examples of language learning strategies are available on pages 23 and 24.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal growth, satisfaction and further learning.

6.5 Language Use Strategies

	Grade 4	Grade 5	Grade 6
interactive	<ul style="list-style-type: none">identify and use a variety of interactive strategies; e.g., use the other speaker's words in subsequent conversations	<ul style="list-style-type: none">identify and use a variety of interactive strategies; e.g., assess feedback from conversation partner to recognize when the message has not been understood	<ul style="list-style-type: none">identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction
interpretive	<ul style="list-style-type: none">identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience	<ul style="list-style-type: none">identify and use a variety of interpretive strategies; e.g., use knowledge of the sound-symbol system to aid reading comprehension	<ul style="list-style-type: none">identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues
productive	<ul style="list-style-type: none">identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage	<ul style="list-style-type: none">identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences	<ul style="list-style-type: none">identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process

Further examples of language use strategies are available on pages 24–26.

General Outcome 6

Students will acquire Spanish to understand and appreciate languages, and use Spanish confidently and competently in a variety of situations for communication, personal growth, satisfaction and further learning.

6.6 General Learning Strategies

	Grade 4	Grade 5	Grade 6
<i>Students will be able to:</i>			
cognitive	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task	<ul style="list-style-type: none">identify and use a variety of cognitive strategies to enhance general learning; e.g., use mental images to remember new information
metacognitive	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task	<ul style="list-style-type: none">identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests
social/affective	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try, even though they might make mistakes	<ul style="list-style-type: none">identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes

Further examples of general learning strategies are available on page 26.

CULTURE

The Culture section supports the development of a positive self-concept, a strong self-identity as a bilingual/multicultural learner and a positive identification with the Spanish language and culture. This section provides opportunities for the exploration of the cultures of the Spanish-speaking world from the perspectives of history, contemporary life, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people, and an appreciation for personal contributions to society. It is also designed to help students develop an understanding of global interrelatedness and interdependence, as well as cultural sensitivity, and to support their preparation for effective participation in the global marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in Spanish bilingual programming.

This program of studies divides the Language Arts and Culture sections for ease of use only.

General Outcome

The following general outcome outlines the key learnings that the Culture section is designed to support.

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction, and for participating in and contributing to our multicultural Canadian society and the world.

Note: Additional outcomes that deal with cultural content may be found elsewhere in this program of studies, including sections under General Outcome 5, as well as under cluster heading 6.3 Sociolinguistic/Sociocultural Competence.

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction, and for participating in and contributing to our multicultural Canadian society and the world.

7.1 *Self-identity*

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
understanding self-identity	<ul style="list-style-type: none">• explore and examine various sources of information for development of one's self-concept	<ul style="list-style-type: none">• identify influences on development of one's self-concept and self-identity	<ul style="list-style-type: none">• explore and reflect on various facets of self-identity
developing positive self-identity	<ul style="list-style-type: none">• understand that respect for oneself is essential, and that self-concept is determined by external and internal forces	<ul style="list-style-type: none">• recognize that individuals change in many ways, and that perception of oneself can change over time and depending on one's context	<ul style="list-style-type: none">• recognize the effect of positive and negative treatment on self and others
valuing Spanish and the cultures of the Spanish-speaking world	<ul style="list-style-type: none">• recognize and appreciate various elements of language and culture	<ul style="list-style-type: none">• identify immediate and lifelong personal benefits derived from studying language and culture	<ul style="list-style-type: none">• recognize the personal value and significance of language and culture
valuing multilingualism/multiculturalism	<ul style="list-style-type: none">• understand the personal value and significance of a multilingual/multicultural education	<ul style="list-style-type: none">• recognize the uniqueness of multilingual/multicultural education in a Canadian context	<ul style="list-style-type: none">• identify the immediate and lifelong benefits and potential advantages of a multilingual/multicultural education in a Canadian and international context

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction, and for participating in and contributing to our multicultural Canadian society and the world.

7.2 Cultures of the Spanish-speaking World

	Grade 4	Grade 5	Grade 6
historical elements	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> explore elements in the immediate environment that reflect the historical roots of cultures of the Spanish-speaking world 	<ul style="list-style-type: none"> explore some key historical elements, events, figures and developments of cultures of the Spanish-speaking world 	<ul style="list-style-type: none"> identify some major historical elements, events, figures and developments of cultures of the Spanish-speaking world
contemporary elements	<ul style="list-style-type: none"> explore elements in the immediate environment that reflect the contemporary features of cultures of the Spanish-speaking world 	<ul style="list-style-type: none"> explore some key contemporary elements, events, figures and developments of cultures of the Spanish-speaking world 	<ul style="list-style-type: none"> identify some major contemporary elements, events, figures and developments of cultures of the Spanish-speaking world
diversity	<ul style="list-style-type: none"> explore diversity of the cultures of the Spanish-speaking world in the larger community 	<ul style="list-style-type: none"> explore diversity of the cultures of the Spanish-speaking world at the provincial level 	<ul style="list-style-type: none"> explore diversity of the cultures of the Spanish-speaking world in Canada
change	<ul style="list-style-type: none"> explore and reflect on change within own family and community 	<ul style="list-style-type: none"> explore and reflect on change in the cultures of the Spanish-speaking world within Canada 	<ul style="list-style-type: none"> explore and reflect on change in the cultures of the Spanish-speaking world at the international level

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction, and for participating in and contributing to our multicultural Canadian society and the world.

7.3 Building Community

	Grade 4	Grade 5	Grade 6
	<i>Students will be able to:</i>		
positive group membership	<ul style="list-style-type: none">encourage and support classmates and schoolmates	<ul style="list-style-type: none">develop skills that promote open, authentic relationships with others in class and school	<ul style="list-style-type: none">use skills that promote cooperation and mutual respect within the classroom and the school
appreciating diversity	<ul style="list-style-type: none">explore diversity in the immediate and local community, and reflect on its significance to self	<ul style="list-style-type: none">explore, compare and reflect on how diversity in Canada has an impact on self	<ul style="list-style-type: none">explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada
appreciating similarity	<ul style="list-style-type: none">explore similarities among members of the local community, and reflect on the significance of this to self	<ul style="list-style-type: none">explore, compare and reflect on common human needs and experiences of Canadians	<ul style="list-style-type: none">examine the common human needs and experiences of people around the world
contributing to community	<ul style="list-style-type: none">demonstrate willingness to assist or contribute for personal satisfaction	<ul style="list-style-type: none">demonstrate concern for the quality of one's work in and out of school	<ul style="list-style-type: none">provide positive contributions and leadership within the school and/or community

General Outcome 7

Students will explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction, and for participating in and contributing to our multicultural Canadian society and the world.

7.4 Global Citizenship

	Grade 4	Grade 5	Grade 6
responsible citizenship	<i>Students will be able to:</i>		
	<ul style="list-style-type: none">respect the feelings, rights and property of others; and accept responsibility for one's own actions	<ul style="list-style-type: none">recognize the positive and negative aspects of the consequences of one's actions; and demonstrate honesty and reliability in a variety of situations	<ul style="list-style-type: none">explore the meaning of personal and social conscience; and demonstrate problem-solving and decision-making skills
	<ul style="list-style-type: none">recognize that people depend on others to meet their needs; and recognize the effects of one's actions on others	<ul style="list-style-type: none">examine the role of the individual in group activities; and reflect on effectiveness of own contributions	<ul style="list-style-type: none">participate in and contribute to group activities effectively; and recognize that cooperation is important
	<ul style="list-style-type: none">examine the rights and responsibilities of the individual	<ul style="list-style-type: none">recognize and respect individual differences; and recognize the worth of every individual	<ul style="list-style-type: none">accept differences in characteristics and abilities of peers and others
interdependence			
intercultural skills			
future opportunities	<ul style="list-style-type: none">identify personal strengths and areas for growth; and establish personal goals and action plans	<ul style="list-style-type: none">identify individual strengths and areas for further development; and establish personal goals and action plans	<ul style="list-style-type: none">identify own interests, and explore future opportunities for learning and employment

SAMPLE LIST OF TEXT FORMS

The following list is not intended to be prescriptive but is provided to suggest possibilities for expanding students' experience with different text forms.

Print Text Forms

- Advertisements
- Biographies and autobiographies
- Brochures, pamphlets and leaflets
- Catalogues
- Dictionary and grammar items
- Encyclopedia entries
- Essays
- Fairy tales
- Folk tales and legends
- Forms
- Graffiti
- Instructions and other “how to” texts
- Invitations
- Journals, diaries and logs
- Labels and packaging
- Letters—business and personal
- Lists, notes, personal messages
- Maps
- Menus
- Newspaper and magazine articles
- Picture books
- Plays
- Poetry
- Programs
- Questionnaires
- Recipes
- Reports and manuals
- Short stories and novels
- Signs, notices, announcements
- Stories
- Testimonial literature
- Textbook articles
- Tickets, timetables and schedules

Oral Text Forms

- Advertisements
- Announcements
- Ceremonies
- Debates
- Formal and informal conversations
- Interviews
- Lectures
- Messages
- Oral stories and histories
- Plays and other performances
- Reports and presentations
- Songs and rhymes
- Telephone conversations

Visual Text Forms

- Dance
- Dramatic performances
- Drawings
- Paintings
- Photographs
- Sculptures

Multimedia Text Forms

- Comic strips
- Computer and board games
- Movies, films, DVDs
- Slide/tape and video presentations
- Television programs
- Web sites

